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ABSTRACT

This packet of material contains a collection of strategies designed to prevent school failure and antisocial behavior. The collection includes: (1) "Why Are We Surprised?", which discusses the poor learning outcomes and troubling behaviors of some students with disabilities; (2) "Paying Now or Later," which addresses the cost of allowing or encouraging youth with learning and behavioral problems to drop out of school; (3) "Preventing School Dropouts," which describes essential characteristics of dropout prevention programs; (4) "What Can Be Done To Prevent School Failure and Antisocial Behavior: The Utah Example," which describes the FACT and BEST programs in Utah that provide staff training in working with students who are behaviorally challenging in less restrictive settings; (5) "Preventing Antisocial Behavior," which presents a three-tiered strategy for prevention and intervention; (6) "School-Wide Approaches to Prevention of Antisocial Behavior," which presents eight characteristics of successful schoolwide programs; (7) "Early Intervention To Prevent the Development of Antisocial Behavior," which discusses the importance of early intervention; (8) "Addressing Antisocial Behavior"; (9) "Improving School Results through Coordinated Services"; and (10) "How Two Schools Are Helping Students with Emotional and Behavioral Problems To Succeed". (Individual articles contain references.) (CR)

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Improving Services for Children and Youth with Emotional and Behavioral Problems

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Fact Sheets on:

Preventing School Failure and Antisocial Behavior

Enclosed is a collection of articles and fact sheets on strategies to prevent school failure and antisocial behavior. The collection was prepared by the Center in February 1997. References are included at the end of each article.

- Why Are We Surprised?
- Paying Now or Paying Later
- Preventing School Dropouts
- What Can Be Done to Prevent School Failure and Antisocial Behavior: The Utah Example
- Preventing Antisocial Behavior
- School-Wide Approaches to Prevention of Antisocial Behavior
- Early Intervention to Prevent the Development of Antisocial Behavior
- Addressing Antisocial Behavior
- Improving School Results Through Coordinated Services
- How Two Schools Are Helping Students with Emotional and Behavioral Problems To Succeed

This collection of fact sheets, as well as addition information, is available on our web site: www.air-dc.org/cecp/cecp.html.

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Why Are We Surprised?

Some students with disabilities achieve poor learning outcomes and exhibit troubling behavior in schools, reflecting the lack of supports that many students and their teachers receive - particularly when they are served in regular school environments.

The Congressionally mandated National Longitudinal Transition Study of Special Education Students (P.L. 98-199) documented the lack of support these students and their teachers receive (Hebbeler, 1993):

- Only 19 percent of regular school teachers received any in-service training on the special needs of their students with disabilities;
- Only 25 percent of teachers of regular academic classes received support in identifying or implementing special procedures to use with students with disabilities;
- Only 25 percent of students with disabilities were receiving assistance with study skills;
- Only 34 percent of 9th grade students with serious emotional disturbance received personal counseling or therapy support from their schools; and
- Only 10 percent of students classified as having serious emotional disturbance had behavior management programs in their regular academic classes.

Given the following facts, why should we be surprised that some students with disabilities failed in regular education courses (Hebbeler, 1993)?

- *Three-fourths of students with learning disabilities were not receiving assistance with study skills,*
- *More than one-third of students with mental retardation were in academic classes without monitoring from a special education teacher, and*
- *Nine out of 10 students with serious emotional disturbances had no behavior-management programs in their academic classes.*

Such poor results are not inevitable. Statewide efforts in Vermont have enhanced the capacity of schools and teachers to address the diverse learning and behavioral needs of students with disabilities, and evaluations of these efforts have demonstrated that they have, indeed, improved student learning and behavior.

Vermont's BEST (Building Effective Supports for Teaching Students with Behavioral Challenges) initiative is designed to help all schools develop effective strategies and interventions to anticipate, prevent, and respond to the challenging behaviors of students, thus benefiting the entire school community. The initiative focuses on:

- increasing educational opportunities and options,
- improving the school environment,
- home-community-school collaborations, and
- teacher and student support.

BEST has developed a variety of materials, and has offered training in Crisis Prevention and Management (CPM). The number of requests for learning physical intervention skills has declined significantly since teachers have been provided with CPM training. In short, the BEST Program demonstrates how schools

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Paying Now or Paying Later

The cost of allowing or encouraging youth with learning and behavioral problems to drop out of school - which is enormous - can be measured in terms of both reduced economic productivity and an increased burden on the police and other local services.

Youth with learning and behavioral problems who are pushed out or otherwise do not complete high school are most likely to develop delinquent behaviors and be arrested. For example:

- The arrest rate among high school dropouts with disabilities was 56 percent, compared with 16 percent among graduates, and 10 percent among those who "aged out" of school.
- Among dropouts with serious emotional disturbances, the arrest rate was 73 percent, three to five years after secondary school (Wagner, D'Amico, Marder, Newman, and Blackorby, 1992).

In addition, the country's economic productivity is significantly reduced when high school dropouts with disabilities experience prolonged periods of unemployment or underemployment, with the accompanying loss of earned wages and fringe benefits:

- **High Unemployment.** Youth with learning disabilities who do not complete high school have unemployment rates about 30 percent higher than high school graduates with learning disabilities.
- **Low Wages.** Youth with learning disabilities who do not complete high school earn one-third less than high school graduates with learning disabilities.

If local schools do not face (and solve) problem behaviors while youth are still enrolled, local communities must shoulder extra burdens, including:

- Increased need for social services for dropouts who lack independence. Compared to high school graduates with disabilities, high school dropouts with learning and behavioral problems are
  - Less likely to attend colleges or universities,
  - Less likely to obtain vocational training, and
  - Less likely to live independently in the community.
- Increased need for prisons, because high school dropouts include approximately
  - 75 percent of youth involved with the juvenile court system,
  - 66 percent of adult inmates, and
  - 80 percent of all Federal prisoners (Office of Juvenile Justice and Delinquency Prevention, 1995).
- Increased cost of incarceration, at an average rate of $51,000, per prisoner, per year (Federal Bureau of Prisons, 1991; US Select Committee, 1992).

Voices of Experience - A Police Chief's Warning

"We know that keeping kids off the streets and in school prevents crime.... (However), suspending or expelling students, leaving them free to roam the streets without supervision, is a prescription for increasing juvenile crime. Instead of facing students' behavioral problems and holding students accountable, it rewards students with a free pass truancy and exports the problem from the school to the larger community."

Police Chief Kevin Comerford (Buffalo, NY)
U.S. House Subcommittee Testimony
February 1997

For society, the annual cost of providing for youth who fail to complete high school and their families is $76 billion - or approximately $800 for each taxpayer in states and localities across the country (Joint Economic Committee, 1991).

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Preventing School Dropouts

The phenomenon of school dropouts is a major social problem that is especially serious among youth with learning disabilities and serious emotional disturbance (SED). However, educators are demonstrating effective programs that reach out to families and encourage students to stay in school and graduate.

Voices of Experience - A Mother's Thanks

" Thank you for the help you have given my daughter Gabriela. At first, Gabriela did not want to come because she thought this was a program for dummies. Later she realized that she was improving and that this program was good for her. By participating in this program she was able to see things clearly. This year she experienced a great change. She stopped being truant and started to pay more attention to her studies. Her grades have improved. Now she does not want to be absent from school. I think that programs like this should be in all schools" (Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995).

Long-Term Commitment

Students at high risk for dropping out, typically, have a history of academic and behavioral problems. In an effort to establish positive school ties for each student, exemplary programs:

- establish a curriculum emphasizing skill acquisition and focus on the individual academic and social needs of each student,
- provide ongoing counseling, including opportunities for students to learn about proper behavior (rather than only punishing inappropriate behavior),
- facilitate students' active participation in sports, talent shows, and other school-sponsored extramural activities, and
- systematically monitor the progress of each student toward graduation.

Outreach and Support for Families

Families represent a valuable source of support for school programs. Exemplary programs include several innovative practices that enlist families' active involvement. These:

- enable families to be partners with teachers in educating their children,
- value and address the diversity of families, and
- form family support groups and assist parents in accessing needed services.

Increased Staff Collaboration and Ongoing Professional Development

Voices of Experience - A Principal's Vision

"The dropout prevention project is highly beneficial to [our school] in particular and to the school district in general. We are providing services to our students that encompass their whole lives and the development of lifetime self-advocacy skills. I want to stress the importance of taking a long-range perspective on the dropout issue and to endorse the need to carry on the effort of keeping students engaged in school throughout their high school program" (Thurlow et al., 1995).

School staff need administrative support and encouragement to continue to reach out to high risk youth. Typically, there are few tangible rewards for working with challenging youth. Alternatives to increase staff collaboration and professional development, suggested by exemplary programs, include:

provide strong administrative leadership and a consistent vision of program goals, encourage a multi-disciplinary and "teaming" approach to instruction, coordinate school-wide rules and expectations for student behavior, and provide ongoing staff development and support.

References

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What Can Be Done to Prevent School Failure and Antisocial Behavior: The Utah Example

The state of Utah demonstrates how states, local districts, and schools can build upon OSEP-funded research to improve results for students with disabilities, as well as for other students. Utah's BEST and FACT initiatives exemplify the link between OSEP support programs and state Part B allocations.

The BEST (Behavioral and Educational Strategies for Teachers) Project builds on the OSEP-developed National Agenda to Improve Results for Children and Youth with Serious Emotional Disturbance. BEST is a comprehensive staff development effort across the continuum of general and special education settings that builds upon the work of OSEP-funded researchers.

BEST combines:

- model demonstration sites that reflect a variety of local needs and research-based approaches,
- on-site training and technical assistance for teachers and schools that links teachers and other school staff with one another as well as with expert consultants,
- ongoing development of materials that incorporate research-validated strategies and are employed in schools and classrooms across the state,
- a state-wide newsletter that keeps teachers abreast of research and practice, and
- a state-wide institute that brings together teams from across the state.

Teachers and principals claim that BEST training and support enhances their ability to educate and work with students who are behaviorally challenging in less restrictive and more enriching settings (Andrews, 1997).

FACT (Families and Agencies Coming Together) builds upon OSEP-funded research for what are called "wrap-around supports and services." FACT links education, health, mental health, juvenile justice, and human services resources, in order to support early intervention efforts that provide family-centered, culturally sensitive, community-based, collaborative, coordinated, and efficient services. Evaluation data suggest that FACT has helped to maintain or place young people in less restrictive settings, improved the links between schools and families, and improved reading and math scores.

Salt Lake City's Lincoln Elementary School suggests how these initiatives work. Located in the zip code area that has the highest adult and juvenile crime, infant mortality, and drug-use rates in the state, Lincoln has a FACT team that meets weekly to train its teachers to implement BEST approaches. By using resources like FACT, BEST, Even Start, and Foster Grandparents, Lincoln has transformed a low-achieving school that could not serve all of its students into a school marked by:

- research-based practice,
- collaborative partnerships with the community,
- a child-focused curriculum marked by high expectations,
- family, teacher, and student empowerment, and
- the restructuring of the school into a community resource center.

Not surprisingly, Lincoln has won nation-wide recognition for its ability to serve all of its students - including those with disabilities - and to do so in a manner that enhances their academic scores, social

skills, and feelings of self-worth. Once marked by disorder, family alienation, police involvement, and teacher-fear, Lincoln is now a drug- and gang-free school marked by student engagement, family and community involvement, and high teacher morale (Hostetter, 1997).

References

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Preventing Antisocial Behavior

Antisocial behavior involves "...recurring violations of socially prescribed patterns of behavior," such as aggression, hostility, defiance, and destructiveness (Walker, Colvin, and Ramsey, 1995). Currently, between four and six million children and youth in schools have been identified as antisocial (only some of whom are identified as having an educational disability), and the numbers are increasing (Kazdin, 1993). Research suggests that:

- Aggressive, antisocial behavior among children is not "just a phase" to be outgrown;
- Antisocial behavior in early childhood is the most accurate predictor of delinquency in adolescence;
- Antisocial children can be accurately identified as early as three or four years of age;
- If an antisocial behavior pattern is not altered by the end of third grade, it can become chronic, only to be "managed" through supports and interventions; and
- Prevention and early intervention are the best hopes we have of diverting children from this path (Walker et al., 1995).

Coordinated school system efforts can help divert most children from antisocial behavior, keeping them in school and out of the juvenile justice system.

In every school, three types of students can be identified: typical students not at risk, students with an elevated risk, and students who have already developed antisocial behavior patterns. A three-tiered strategy of prevention and intervention is the most efficient way to head off potential problems and address existing ones.

Prevention of Antisocial Behavior

Primary Prevention: School-wide activities to prevent risk of developing antisocial patterns.

Secondary Prevention: Targeting at-risk students for more individualized prevention activities.

Tertiary Prevention: Long-term, intensive services for students with persistent patterns of antisocial behavior, delinquency, violence, and destructiveness.

School-wide primary prevention activities may include teaching conflict resolution, emotional literacy, and anger management skills on a schoolwide, or universal basis. Such interventions have the potential not only to establish a positive school climate, but to divert students mildly at risk of antisocial behaviors. Primary prevention can prevent 75 percent to 85 percent of student adjustment problems.

A majority of students who do not respond to primary prevention will respond to more individualized secondary prevention efforts, including behavioral or academic support, mentoring, and skill development. Secondary prevention strategies also include small-group social-skills lessons, behavioral contracting, specialized tutoring, remedial programs, counseling, and mentoring.

Students with persistent patterns of antisocial behavior require more intensive interventions, and can benefit from intensive individualized services that involve families, community agency personnel, educators, administrators, and support staff. These strategies require comprehensive assessments of the problem, and involve flexible, comprehensive, and sustained interventions (Walker, Horner, Sugai, Bullis, Sprague, Bricker, and Kaufman, 1996).

Antisocial children and youth are at serious risk for a number of negative outcomes: school dropout, vocational maladjustment, drug and alcohol abuse, relationship problems, and higher hospitalization and mortality rates. The severity of antisocial behavior patterns also is associated with an increased risk for police contacts and arrests. The best that can be done for children and youth with behavioral problems is to keep them engaged in school, where educators can develop their skills, maintain a positive influence, and prevent involvement with disruptive groups during school hours (Walker et al., 1995).

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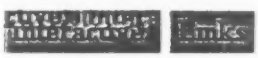

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School-Wide Approaches to Prevention of Antisocial Behavior

School-wide preventive efforts can significantly reduce the amount and cost of school failure and antisocial behavior, and may involve as small an investment as 10 to 15 dollars per student, annually (Walker, Horner, Sugai, Bullis, Sprague, Bricker, and Kaufman, 1996). These interventions have the greatest potential to not only establish a positive school climate, but to divert mildly at-risk students from antisocial behaviors that can become patterns that lead to negative school outcomes. Primary interventions, when implemented consistently, can solve 75 percent to 85 percent of student adjustment problems (Walker et al., 1996). Schools that employ primary prevention successfully display eight characteristics:

- school environments that are marked by high academic expectations, clear and positive behavioral expectations, and the valuing of students,
- training to enable school staff to apply positive and proactive approaches to school discipline,
- support for students, teachers, and staff that enable them to meet expectations,
- student-centered instruction,
- collaboration with family, community, and service providers,
- links with other school reform efforts, and
- leadership that does not give up on students and is committed to serving all students (Osher, 1996).

Schools can play an important role in preventing antisocial behavior. School-wide strategies include teaching both students and staff to implement rules and policies that make a classroom or a school operate effectively. Strategies also may include targeting behavior in halls, lunchrooms, and school buses, and teaching conflict resolution, emotional literacy, and anger management skills to all students.

Newman Elementary School in Salt Lake City, Utah, demonstrates how a proactive, school-wide disciplinary program and well trained teachers can work effectively with students whom teachers often find to be behaviorally challenging. The program employs a positive, proactive approach to school discipline marked by clear expectations and concrete rewards. A "student-friendly" video has been prepared to introduce students and families to these expectations. At the beginning of each year, and upon entering the school, students are provided with support that enables them to meet behavioral expectations (e.g., demonstrations and role plays). In addition, behavioral expectations are visible in the halls and classrooms - both on the walls and in student and teacher interaction (Osher, 1996).

School-Wide Program for Instruction in Social Competency

In a local elementary school in Tampa, Florida, each Monday begins with school-wide instruction on social competency. The principal discusses the "social skill of the week," over the public address system. Target skills may include waiting your turn or accepting the answer "no". All classes then view a video that models the appropriate use of the social skill through a closed-caption viewing system. Throughout the rest of the week, the skill is reviewed and practiced, both school-wide and in classrooms. This procedure has been very effective in improving social behaviors and interactions throughout the school, and has resulted in a marked decrease in disciplinary referrals to the principal.

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Early Intervention to Prevent the Development of Antisocial Behavior

Early intervention for children with serious emotional disturbance is the best method for treating antisocial behavior in children and youth (Walker, Colvin, and Ramsey, 1995). Many children, who receive early intervention, do not need intensive services from residential facilities, or other costly treatments later in life.

Damon's Story

During kindergarten, Damon's teacher and his parents reported that he had a difficult time staying on-task and following directions; he also was often aggressive with his peers on the playground. Because of these behaviors, it was decided to implement the First Steps program with him. After just 10 days of the 6-week intervention, Damon's parents and teachers began to see a marked improvement in his behavior. Today, as a 2nd grade student, Damon is focused, on-task, and gets along with his peers. He is at grade level in all areas and enjoys reading. His teacher reports that he is a "pleasure" to have in class.

Successful early intervention programs provide coordinated services at home, at school, and in the community. One such program, First Steps, has reported long-lasting and significant improvements in children's behavior. This program also helps children stay on task and learn. In addition, most children who complete First Steps do not need any further intervention (A. Golly, personal communication, February 21, 1997).

Without early intervention the development of antisocial behaviors follows a predictable pattern that increases in severity as the child grows older. Experts in children's antisocial behavior agree that:

- While antisocial behavior in children can be identified by age 3 (Walker, Severson, and Feil, 1994) services often do not begin until after age 10 (Duncan, Forness, and Hartsough, 1995); and
- If interventions do not occur before age 8, the child is likely to develop delinquent behavior and require more intensive and expensive programs later in life.

Early intervention programs, such as First Steps, are far less costly - in terms of time and money - than alternative treatments, including (a) special education while the child is in elementary school, (b) residential facilities for children who are removed from their home and neighborhood school, and (c) incarceration for juvenile delinquents. Thus, early intervention to prevent antisocial behavior is not only effective, but cost efficient (Walker, Kavanagh, Stiller, Golly, Severson, and Feil, 1997).

Cost-Benefit of Early Intervention (*)

Early Intervention	$3,000
Special Education	$12,500
Residential Facilities	$30,000
Incarceration	$50,000

References

* Cost figures from following sources: Early Intervention and Residential Facilities - Walker, Kavanagh, Stiller, Golly, Severson, and Feil, 1997; Special Education - George, 1997; Incarceration - Federal Bureau of Prisons, 1991.

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Addressing Antisocial Behavior

For the small number of children and youth who display serious and persistent anti-social behavior, interventions must be comprehensive, initiated as early as possible, sustained, and involve each student's family, peers, teachers, and a variety of service providers and service systems. The key to success for these students is the provision of comprehensive interventions - interventions that incorporate coordinated, interagency approaches that are collaborative in nature and individually tailored to each student. Alternative programs and placements, such as day-treatment centers, specialized schools, special classes, and residential environments may be necessary for some students. The most successful alternative programs and placements tend to be characterized by:

- a desire to prepare students for reintegration into a less restrictive setting, and to reintegrate students as soon as possible,
- a commitment to high academic expectations,
- strategies aimed at enabling students to gain the social skills that enable them to succeed as adults and in mainstream settings,
- teachers who like and are committed to their students,
- a high staff/student ratio,
- an array of support services, and
- attempts to empower students and families (Osher, 1996).

Increasingly, the services that are offered in alternative programs are being incorporated into students' neighborhood schools, enabling students to remain at home and in their home school. Schools successfully utilizing comprehensive services typically provide a school-wide approach to addressing the needs of children with behavioral problems, including primary and secondary prevention strategies for all students.

Rhode Island's Westerly Middle School and High School employ collaborative teaching among teams of regular and special educators. Those teams modify their instruction to enhance engagement and learning among all students, and the schools provide students with alternative disciplinary responses incorporated into individualized behavior plans, a planning center to go for academic and emotional support, and a team of individuals who work with students, teachers, and families to monitor efforts and to improve results. These efforts, in turn, are backed by staff development, student mentoring, and links with mental health and social service agencies. By employing these mechanisms, Westerly has been able to improve the grades, achievement, and attendance of students with emotional and behavioral problems, while at the same time decreasing disciplinary referrals and establishing inclusive and responsive learning communities among students, faculty, staff, and families (Osher, 1996).

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Improving School Results Through Coordinated Services

Children and youth with disabilities frequently have many needs. There is a growing consensus that the coordinated efforts of various agencies and professionals are necessary to address these needs effectively. The resources of any one service system (such as education, social services, health, or mental health) are simply insufficient to address the large, complex problems faced by many children with disabilities.

For some children, for example, multiple services are needed because they have multiple problems. A child with school attendance and performance problems also may be nutritionally deficient, medically underserved, or living within a single-parent family in which the mother works two jobs in a neighborhood beset with drug problems (Morrill, 1992). A single service system (education, for example) lacks the capacity to solve such multiple problems. Hence, partnerships among service providers are necessary.

Multiple service systems, however, will not be effective, if they are not coordinated and individualized to address the needs of each child. Without the careful coordination of services, there will be gaps, duplications, and other inefficiencies that inflate human and monetary costs. Through combining and coordinating the efforts of agencies and professionals, collaborative initiatives have significantly improved the quality of services that children and families receive, as well as the outcomes of those services.

Cleveland's Connections Initiative is an example of a successful integrated services program. By combining the efforts of the County Community Mental Health Board, the County Board of Mental Retardation/Developmental Disabilities, the County Alcohol and Drug Addiction Services Board, the Ohio Department of Youth Services, the County Juvenile Court, the public schools, and the County Department of Children and Family Services, this system has been successful in bringing about significant improvements in children's level of functioning. Data show that Connections has resulted in an 81.8 percent reduction in suicidal gestures, a 69.5 percent increase in passing grades, and a 63.8 percent decrease in truant school days for children with serious emotional disturbance (Stroul, 1993).

Data from one large-scale evaluation (Stroul, 1993) demonstrate the following outcomes for students with serious emotional disturbance:

- Children receiving integrated services:
  - were less likely to receive services in hospitals and residential treatment centers, and, when they were admitted to those settings, they remained for shorter periods of time,
  - were less likely to be placed out of their homes and, when they were in out-of-home placement, were less likely to be placed in treatment programs outside their own counties and states,
  - demonstrated improved functioning, including symptom reduction, and reduction of negative behaviors,
  - demonstrated improvements in school attendance and school performance, and
  - had fewer contacts with law enforcement, fewer episodes of incarcerations, and fewer days spent in juvenile detention facilities.
- Parents of children receiving integrated services were more satisfied with their children's education.
- Costs of providing integrated services were less than costs for traditional services that rely heavily upon expensive treatment environments.
- Providing integrated services tended to avoid incurring costs within the mental health, child welfare, education, and juvenile justice systems, by reducing the use of facilities and programs paid for by those systems.

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How Two Schools Are Helping Students with Emotional and Behavioral Problems To Succeed

The Babock Middle School and the Westerly High School in Westerly, Rhode Island are examples of the many schools that have succeeded in effectively educating students with emotional and behavioral problems in regular educational settings. Teachers and administrators at Babock and Westerly say that the keys to their success have been their high expectations for the learning and appropriate behavior of all the students in the schools and their close collaboration with families as they develop and use their new approaches.

At Babock and Westerly, every student and teacher knows the rules they are expected to follow, including: come to class prepared; and share materials and take turns. To help students with emotional and behavioral problems learn how to control their own behavior and abide by these rules, teachers, school psychologists, social workers, and special educators with backgrounds in behavior management work together closely. Each school has a planning room where all students can get emotional support, extra help with school work, do their homework in a quiet setting, or do problem-solving on a computer. A special education teacher with training in behavior management supervises the planning room and tutors students in areas where they need help - whether it's writing a term paper, or how to request assistance from their classroom teacher without disturbing the other students. When a student needs additional help, such as community mental health services, the planning room teacher can help the family find support the student needs -and even make appointments for them.

For each student with emotional and behavioral problems, an IEP teamCwhich includes the student, the student's family, the student's general and special education teachers, and the school psychologist or social workerCdevelops an individual behavior management plan. The plan establishes clear expectations about appropriate behavior and might provide the following specifics: that the student spend an hour at the end of each day in the planning room for extra help; that the student work in a small group with a school psychologist for one hour a week to learn how to manage anger appropriately; that the student can go on special field trips if he or she meets behavior expectations; and that the student can refer him or herself to the planning room when they need a "timeout" from the classroom. The team monitors the student's behavior regularly, and if it is not satisfactory, the team may change the plan during the school year.

When students are disruptive, these schools use several approaches to maintain order. First, they provide rewards for good behavior. If that does not work, they impose consequences such as extra homework assignments. If this does not succeed, they work with the student's family to impose planned consequences at home, such as limiting television viewing. If these are unsuccessful, the schools may use in-school suspension, or, if the problem persists, the IEP team will review and change the IEP or use a creative approach to suspension such as having the student engage in supervised community-service work.

Classrooms also are organized in a way that helps all students to learn. General and special educators often team-teach classes; one teacher can concentrate on presenting new materials to the class, while the other can work with individual students who need extra help. Ongoing and intensive professional development has been important in making team-teaching successful and in helping teachers learn the specific strategies for working with students with behavioral problems. For example, team-teachers and the school psychologists and social workers participate in three-day summer institutes where they work intensively together to plan curriculum and behavior management strategies for the following year.

Babock and Westerly began implementing these strategies for working with students who have emotional and behavioral problems in 1991. Parents of two such children worked with Westerly to develop and implement a plan to educate their children in their neighborhood schools. The funding that had been used to support these students in separate schools supported the creation of planning rooms - that helped two students and many others.

As a result of these new ways of working, Babock and Westerly have been able to improve the grades, achievement, and attendance of students with emotional and behavioral problems. At the same time, they have decreased disciplinary referrals and created a community of students, families, and teachers that promotes high expectations and learning challenging academic materials.

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